

would not be expedient to change the subject. All inclined to the opinion that the subject would still bear discussion. The few remarks I shall make, therefore, will be made from a neutral stand-point, and I hope those who follow in the discussion will endeavour to divest themselves of sectional prejudices, and argue from the same stand-point:—

1ST.—HIGH AND PUBLIC SCHOOL PROGRAMMES.

The Council of Public Instruction has arranged a Public School programme for six classes. The work of the fifth and sixth classes corresponds almost exactly with that laid down for the first and second forms of High Schools. As far as pupils individually are concerned, it does not matter one iota where they go over the work laid down in the programme for those classes. Why the Council of Public Instruction has caused the programme of the two classes of schools to overlap is more than I have been able to determine. I am aware of the advantages of the early introduction of pupils into classics. I believe that those who intend following classical studies should early be introduced into the rudiments; and the High School is the natural place for the classics. But why rudimentary classics have not been introduced into preparatory classes, and why they have taken two years' extent of work out of the Public Schools and established what is called the English course in the High Schools, is again more than I have been able to determine. The great objection against leaving the dividing line between the two schools where it is (and to me it seems insuperable) is, that it must be next to impossible for a High School staff of teachers to frame time-tables at all suitable to the wants of their two distinct classes of pupils. Imagine a school with a hundred pupils, fifty of whom take the classical course, and the remainder the English course. It is to be presumed that those taking the English course are under the care of attentive teachers the whole time. How time can be found to do justice to the fifty classical pupils is hard to imagine. And where the exceptional subjects intended to season the English course come in and how they are taught passes my comprehension. I have an instance in my mind where a High School master took over two months at his time-table and broke down through illness before his task was completed. The High School Inspectors, in their recent suggestions, say "that the formal distinction between the English and the classical course cannot in practice be maintained; that the sharp division of High School pupils into four forms cannot be effected; and that too many subjects and too many classes have to be carried on concurrently." They therefore recommend "that it be left with the local authorities to determine the order in which the subjects should be taken up, the amount of work to be done in a given time, and the number of classes to be carried on at once." If this leniency be shown to the High School authorities, and the Public Schools are compelled to rigidly adhere to the programme, I am afraid dissatisfaction must inevitably follow. Another reason why the dividing line between the High and Public Schools of the Province should be changed is this—Parents have the power to remove their children from one school to another whenever the whim seizes them. Fifth and sixth classes in Public Schools, and even first and second forms in High Schools, are to a great extent placed at the mercy of such parents. For the most trivial causes pupils are

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